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ABSTRACT

For evaluation and further development of the First-Year Communication Skills Program, a classroom observational study was conducted to determine the extent to which teachers demonstrated the desired instructional behaviors and to measure pupil response rate. A sample of 10 classes was selected for observation by two observers during a regularly scheduled lesson on blending (word attack) outcomes. Observers were trained in the use of two observation scales developed for the study: one for stimulus-response analysis of instructional transactions between teacher and pupils and one to measure the patterning and dispersion of pupil responses and the extent to which pupils are presented stimuli appropriate to the program outcomes. Results were used to revise training objectives and develop corresponding materials for the 1969-70 installation. The effectiveness of the new training program was then measured, and based on results and instruments, new procedures and revised classroom monitoring instruments will be developed for use by program supervisors in the 1970-71 tryout. Comparison of trained and untrained teachers shows the program effective for pupil response rate, relevance of instructional stimuli to lesson outcomes, pupil praise, and use of prompts. Behavioral analysis of instruction appears to be useful in identifying training requirements and evaluating program effectiveness. (The observation forms and description of instructional procedures taught to teachers are included.) (JS)

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BEHAVIORAL ANALYSIS OF FIRST-YEAR COMMUNICATION SKILLS TEACHER-ADMINISTERED INSTRUCTION

Paul E. Resta and Fred C. Niedermeyer

The First-Year Communication Skills Program developed by the Southwest Regional Laboratory (SWRL), specifies a number of procedural rules that should be followed by teachers when presenting instructional stimuli and confirming pupil responses (see Appendix A).

In informal field visits by SWRL staff, it was noted that a number of teachers did not appear to comply with the suggested procedures. It was also noted that in a number of classes, the response rate of pupils during instructional sessions appeared to be extremely low.

In order to determine the extent to which participating teachers demonstrated the desired instructional behaviors and to measure pupil response rate, a classroom observational study was conducted by Laboratory staff. Teachers' instructional behaviors in the natural environment were observed, recorded, and analyzed. The results of the study were then used for deriving teacher training objectives and developing classroom monitoring instruments to be used by program supervisors.

METHOD

The classroom observation study required that a sample of teacher-pupil instructional behaviors be observed and recorded during a regularly scheduled blending lesson. The blending lesson was selected for observation because it incorporated all of the specified procedural rules for instruction.

In this study, teams of two SWRL staff members observed the teachers during the conduct of a program lesson on blending. One of the observers recorded the instructional interactions between the teacher and the pupils. The other observer recorded the distribution and frequency of pupil responses and the content of the teacher's instructional directions and questions.

SAMPLE

A sample of 10 classes in a suburban middle-class school district near Los Angeles was selected for observation. Arrangements were made for SWRL staff members to visit each classroom and observe a regularly scheduled lesson on the blending (word attack) outcome. (Appendix B

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and C are samples of the letters used to arrange the observations.) Special care was taken to assure that the observers received no prior knowledge as to which teachers had high or low performing classes. Only one of the teachers included in the sample was not observed in the study. Teacher Q (lowest performing class in the district) repeatedly changed the scheduled time for the visit. When it became obvious that it would not be feasible to visit the class with the teacher's full cooperation, the planned visit was finally cancelled.

INSTRUMENTATION

Two observation scales were developed for recording the instructional interaction between the teacher and her pupils: the Instructional S-R Observation Scale and the Response Content and Dispersion Observation Form.

Instructional Stimulus-Response Observation Scale. The first observational scale was an adaptation of a scale used to assess the instructional behaviors of student tutors.[1] The scale was designed to provide data for a stimulus-response analysis of the instructional transactions between the teacher and a group of pupils. Various items of information can be extracted from this form, e.g., the proportion of total number of responses that were made by individual students, number of student responses followed by teacher confirmation, etc. As shown in Figure 1, the scale defines specific teacher-pupil behaviors (lettered A through P) that occur during a program lesson. The scale provides a concise record of the stimulus presentation, pupil response, and confirmation sequence during the instructional session. Each column in the grid represents a stimulus-response-confirmation item during the lesson. For example, the entire sequence of a teacher presenting a card, the child's response, and the teacher's confirmation (or lack of it) would be recorded as a single behavioral sequence on the observation scale. Each time the teacher presents a different stimulus item during the lesson, the observer records the new behavioral sequence in the adjacent column by simple numbering in the appropriate grid.

Response Content and Dispersion Observation Form. A second observational scale was developed to provide a measure of the patterning and dispersion of pupil responses and the extent to which pupils are presented stimuli appropriate to the program outcomes. As shown in Figure 2, this observation form consists of three parts. In Part I the observer notes the dispersion of responses by keeping a tally of individual responses made by all pupils in the class. This is accomplished by drawing circles corresponding to the location of each child in the class (different colors are used to distinguish boys from girls). Tallies of the number of

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[1] See Fred C. Niedermeyer, "The Effects of Training on the Instructional Behaviors of Student Tutors," SWRL Research Memorandum, March 20, 1969.

Figure 1

OBSERVER:_____ DATE:_____ SCHOOL:_____ ROOM OR TEACHER:_____

UNIT:_____ OUTCOME:_____

INSTRUCTIONAL S-R OBSERVATION SCALE

TIME BEGIN:_____ TIME END:_____

A. T demonstrates or presents information only

B. T presents new stimulus (V, I, C)

C. CORRECT RESPONSE

D. T confirms

E. T verbalizes correct response

F. T praises

G. T prompts

H. T repeats stimulus

I. PUPIL INCORRECT

J. T gives pupil correct response

K. T repeats stimulus after V I giving correct response C

L. PUPIL GIVES CORRECT RESPONSE

M. T confirms

N. T praises

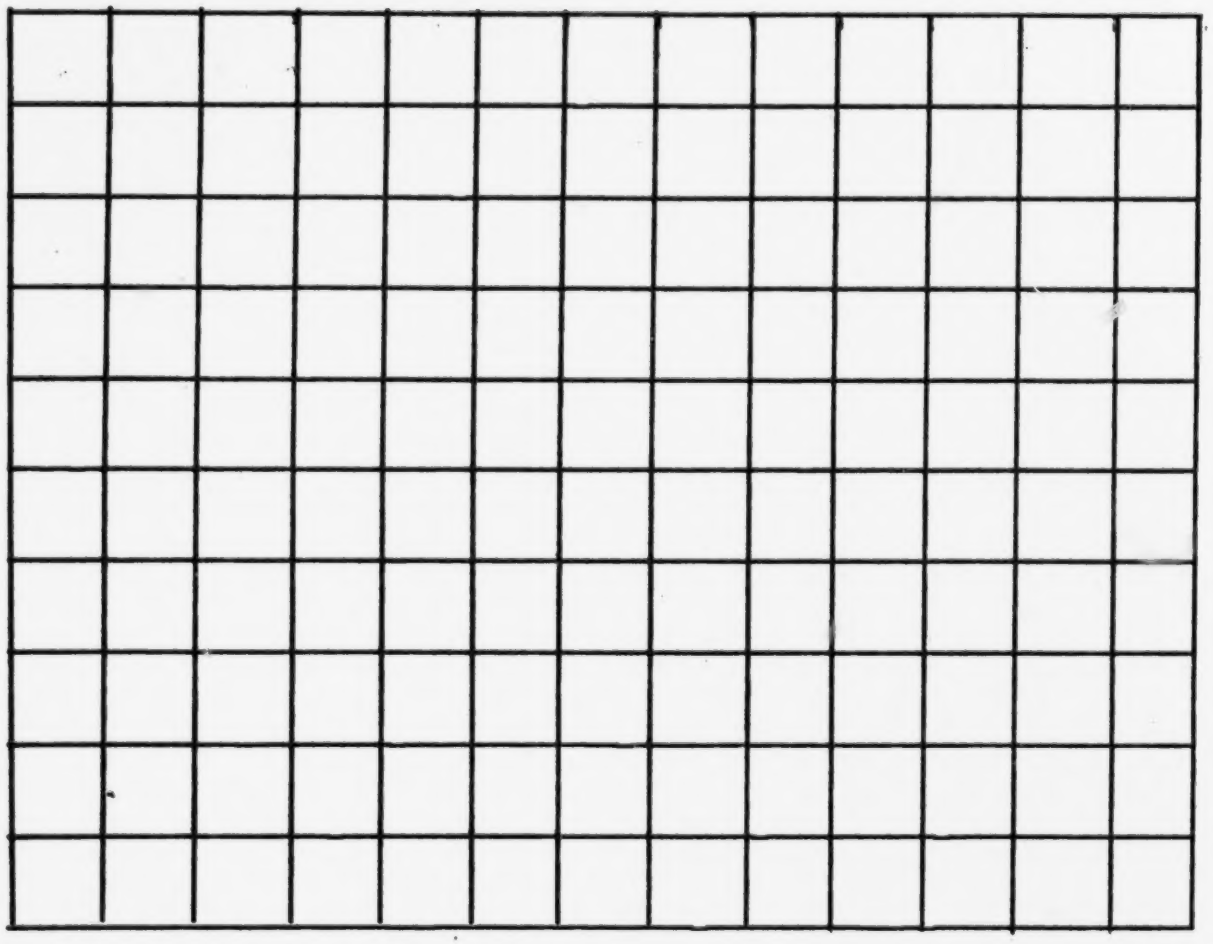
O. Pstv.

P. Ngtv.

Figure 2

RESPONSE CONTENT AND DISPERSION OBSERVATION FORM

I. INDIVIDUAL RESPONSES



II. ACTIVITIES DURING LESSON

TIME	ACTIVITY

III. CONTENT OF CALLED FOR RESPONSES

Program Words	Beg. Sounds	End. Sounds	Blends

IV. NOTES (Other Responses, Activities, Observations, etc.)

individual responses made by each pupil are then made in or adjacent to the circles. Part II is used to describe the type, sequence, and elapsed time of the activities that occur during the lesson. On Part III of this instrument the observer notes and tallies the content of the various stimuli to which the children are responding during a lesson. It can then be determined to what extent the pupils respond to stimuli appropriate to the program outcomes.

Information yielded from this form include:

1. Number of total responses called for during a lesson.

2. Number of responses called for which deal with stimuli defined for lesson in Outcomes and Materials Guide for that Unit.

3. Number of responses called for which deal with program stimuli other than those defined for lesson in Outcomes and Materials Guide (list such stimuli).

4. Number of responses called for which are directed to individually named pupils.

5. Number of times individual pupils respond incorrectly.

PROCEDURES

Initial tryout of the scales and training of the observers took place during simulated lessons in which SWRL staff members role-played kindergarten classes engaged in blending lessons. One of these simulated lessons was video-taped, and this tape was then used to provide further practice opportunities for the observers. A reliability index of .86 was obtained between observers using the video-taped sequence.

Following the training sessions, contact letters (see Appendix B) were sent to the District Office and then forwarded to each teacher in the sample. The teachers then indicated dates that were feasible for the classroom observation. Schedules were then established and confirmed with the teachers.

Prior to a scheduled classroom observation, the two SWRL observers reported initially to the principal's office for introduction. They then were introduced to the teachers and chatted with the teacher to reaffirm that SWRL was attempting to gain information about the effectiveness of the program materials and procedures. At the beginning of the instructional session, the observers seated themselves unobtrusively, but in a position that provided line of sight with all pupils in the class. At the end of the session the observers thanked the teacher for her cooperation and indicated how useful the information would be in analyzing the effectiveness of the program procedures.

After returning from an observation, each of the two observers filed a Field Visit Log describing the lesson and anecdotal episodes which were unrecordable with either of the observation scales. These logs provide additional insights into the teacher-pupil interactions and a sample is contained in Appendix D.

RESULTS

The data acquired during the observational study is presented in Figure 3 and may be summarized as follows:

1. Instructional Stimuli

   a. Appropriateness of Instructional Stimuli: Items 3, 4, and 5 deal with the appropriateness of instructional stimuli and related pupil responses in light of the specific outcomes designated in the First-Year Communication Skills Program. The data cited for Item 3 indicate that in five of the nine classes less than one-third of the instructional stimuli presented during the session were relevant to the particular lesson outcomes. Only one teacher in the sample (Teacher E) called for a high proportion of responses dealing with lesson outcomes (see Appendix C) for examples of appropriate stimuli for particular lesson outcomes).

2. Pupil Response

   a. Pupil Response Rate. The number of responses made per minute in each class (Item 2) ranged from a low of 2.04 (Teacher O) to a high of 6.92 (Teacher E). The average response rate for the nine observed classes was 4.16, which is only about one response every 15 seconds. The low overt response rates are somewhat surprising when one considers the fact that the teachers, cognizant of being observed, were presumably demonstrating their best instructional behaviors.

   b. Proportion of Group vs. Individual Responses. Items 6 and 8 separate the observed responses into choral and individual responses. The Teacher's Manual had indicated that teachers should call on individuals twice as often as groups. It can be seen from the table that only three of the nine teachers met this criterion (Teachers B, C, and O). One teacher (Teacher N) did not elicit a single individual response during the instructional session.

Figure 3

Scores on various Teacher-Pupil Interaction Items for Ten Teachers using-the SWRL First-Year Communication Skills Program

Items	Teachers A	B	C	D	E	M	N	O	P	Q[1]	$\bar{X}$	(Criterion where Appropriate)
1. Instructional time (minutes)	16	13	11	8	13	20[2]	12	25	15		14.78	
2. Total response rate (responses per minute during lesson)	3.25	3.55	2.55	4.72	6.92	4.25	6.08	2.04	4.06		4.16	6.00
3. Proportion of responses dealing with stimuli defined for lesson in Outcomes and Materials Guide	.33	.12	.26	.29	.98	.29	.50	.57	.68		.45	.80
4. Proportion of responses dealing with program stimuli not defined for the particular lesson	.31	.86	.41	.42	.02	.10	.50	.43	.18		.38	.20
5. Proportion of responses dealing with stimuli or behaviors not defined for FYCSP	.36	.02	.32	.29	.00	.41	.00	.14	.00		.17	.00
6. Proportion of responses which were choral	.44	.22	.14	.51	.39	.53	1.00	.30	.36		.43	.33 or less
7. Proportion of choral responses after which teacher verbalized the correct response	.13	.20	.00	.44	.14	.16	.11	.27	.00		.16	.90
8. Proportion of responses which were made by individuals	.56	.78	.86	.49	.61	.47	.00	.70	.64		.57	.67 or more
9. Proportion of individual responses which were correct	.79	.97	.79	.84	.91	.60	.10	.83	.79		.82	
10. Proportion of incorrect responses for which teacher elicited correct response from same pupil	.67	1.00	.60	.67	.60	.50	.00	.33	.12		.56	.90
11. Proportion of correct individual responses which were confirmed by the teacher	.39	.26	.32	.60	.74	.67	.00	.83	.19		.50	.90
12. Number of times teacher praised individuals or group during the lesson	0	3	2	4	4	0	1	5	2		2.53	
13. Number of successful prompts/ total number of prompts	0/2	0/0	1/2	0/3	1/5	3/20	--	0/0	1/2		.75/4.25	
14. Proportion of individual responses by boys/ Proportion of total who are boys	.45/.50	.49/.55	.68/.64	.69/.44	No Data	.55/.50	--	.31/.39	.41/.52		.50/.51	equal-proportions

1. Scheduled observation never took place

2. Two groups observed - ten minutes each

c. Proportion of Individual Responses. Figure 4 (Page 9) contains the distribution of the number of individual responses by pupils in the ten classes. There were no classes in which every child responded individually at least once. The proportion of students in each class not called upon for individual responses ranges from a high of 1.00 to a low of .05. Averaging across classes, it can been seen that 40% of the pupils were never called upon to respond individually during the observed instructional sessions.

d. Proportion of Boy vs. Girl Responses. Item 14 of Figure 3 shows that teachers called on boys in proportions that closely matched the proportions of boys comprising the classes. In the seven classes from which these data were obtained, boys comprised 51% of the pupils and were called on 50% of the time.

3. Response Consequence

a. Teacher Confirmation. After eliciting a choral response, it is desirable that the teacher verbalize the correct response again for those pupils who may have been incorrect and could not distinguish what the rest of the class was saying. The scores on Item 7 show that teachers displayed this behavior only 16% of the time. For the scores on Item 11, it can be seen that only one teacher (Teacher O) confirmed correct pupil responses more than 80% of the time.

b. Verbal Reinforcement. During the observed lessons, the teachers praised[1] either individual pupils or the class as a whole an average of 2.53 times (Item 12). When divided by the average instructional time (Item 1), this comes out to about one praising statement every six minutes.

c. Prompting. Item 13 data indicate that all but two of the teachers attempted to prompt incorrect pupils. Teacher P prompted 20 times. Out of a total of 34 prompts attempted by six teachers, only six were successful (i.e., elicited the correct response).

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[1]A "praising" remark is any positive comment made following a confirmation comment, e.g., a single comment such as "Good, Johnny," or "Fine" was designated a confirming remark. If such comments were followed by another positive remark it would be designated praise, e.g., "Good Johnny, that was excellent," or "Fine, you're doing very well."

Figure 4

Distribution of number of pupils making individual responses

Individual Response Breakdown		Teacher									Total
		A	B	C	D	E[1]	M	N	O	P	Q[2]	
Number of pupils making:	4 or more individual responses	0	2	0	1		0	0	3	1		7
	3 individual responses	1	5	1	1		1	0	1	1		11
	2 individual responses	5	4	3	2		10	0	4	4		32
	1 individual response	9	8	13	11		4	0	10	14		69
	0 individual responses	15	1	11	3		1	28	11	8		78
Total Number of Pupils in Class		30	20	28	18		16	28	29	28		197
Proportion of Class not called on for individual response		.50	.05	.39	.17		.06	1.00	.38	.29		.40

[1] Data not available

[2] Scheduled observation never took place

IMPLICATIONS FOR TEACHER TRAINING AND MONITORING OF INSTRUCTION

Teacher Training. The last column in Figure 3 indicates, where appropriate, arbitrary criterion levels for various teacher-pupil interaction items. The results of the study indicate that these levels were observed for relatively few of the teachers. Thus, several objectives were derived for the teacher training program to correspond to the various items:

- Appropriate Instructional Stimulus-Response Sequence (Items 3, 4, and 5) To distinguish between appropriate and inappropriate stimulus materials and response practice for skill development, given examples of lessons for each skill.

- Individual Practice (Items 6 and 8, and Figure 4) To identify practice situations conforming to individual practice requirements, given exemplars.

- Confirmation and Praise (Items 7, 11, and 12) To identify appropriate confirmation and praise statements, given several examples.

- Correction (Item 10) To identify appropriate procedures for dealing with wrong responses and non-responses, given examples.

- Prompting (Item 13) To distinguish between desirable and undesirable prompts, given several examples of each type.

- Response Frequency (Item 2) To distinguish between instructional activities which are likely or unlikely to generate a response rate of at least six responses per minute.

Training materials corresponding to these and other objectives were developed for the 1969-1970 installation of the Communication Skills Program.[1] The training package for teachers contained a 16mm sound-film, various slide-tape components with response sheets, and several self-instructional workbooks. Job-aid references (Procedure Cards) were also developed for daily teacher use as well as instructions and procedures for daily individual assessment by teachers. The training program underwent two trial-revision cycles during the summer and was administered to teachers in the fall who were going to use the program.

The effectiveness of the training program was measured (1) teacher pretest-posttest scores during training, (2) teacher on-the-job behaviors during the year, and (3) pupil performance on the program outcomes.

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[1] See Paul E. Resta "First-Year Communication Skills Installation Training Program Specifications," SWRL Research Memorandum, revised, June, 1969.

Figure 5 presents a comparison of the mean scores of a random sample of 10 trained teachers from the same district in comparison to the sample of 10 untrained teachers.

The following items are worth noting in the comparison:

a. Pupil response rate of trained teachers increased almost by half (Item 2).

b. All instructional stimuli (Items 3, 4, and 5), presented by trained teachers, were relevant to Lesson Outcomes.

c. Slightly more individual responses were called for by trained teachers (Item 8).

d. Trained teachers had a higher proportion of correct individual responses.

e. A higher proportion of correct individual responses were confirmed by trained teachers (Item 11).

f. Trained teachers praised pupils much more frequently than did the untrained teachers.

g. Trained teachers used approximately one-third as many prompts as did untrained teachers. In addition, the trained teachers had a much higher proportion of successful total number of prompts than did the untrained teachers.

Monitoring of Instruction. Based on the results and instruments yielded in the present study, new procedures and instrumentation will be developed for use by program supervisors in the 1970-71 Installation Tryout. These will be incorporated into a program management system that will allow district supervisors to monitor class performance and to assist teachers who are not meeting program objectives.

Revision of Observation Form. The two forms will be revised and broken-out into several smaller forms for more convenient application in the field. Additional items will be developed (e.g., Appropriateness of Instructional Stimuli to Program Outcome) within existing categories. New categories by item will also be established to sample other program-relevant instructional behavior. Items are being developed, for example, to provide a systematic method of observing and recording the application of extrinsic reinforcement by teachers contingent on pupil performance.

Figure 5

Mean Scores on Teacher-Pupil Interactions for Samples of 9 Untrained and 10 Trained Teachers

Items	Untrained		Trained	
	Mean	Std. Dev.	Mean	Std. Dev.
1. Instructional time (minutes)	14.78	11.70	15.6	5.04
2. Total response rate (responses per minute during lesson)	4.16	5.86	5.86	1.06
3. Proportion of responses dealing with stimuli defined for lesson in Outcomes and Materials Guide	.45	4.80	1.00	.0
4. Proportion of responses dealing with program stimuli not defined for the particular lesson	.38	0.25	.0	.0
5. Proportion of responses dealing with stimuli or behaviors not defined for FYCSP	.17	0.16	.0	.0
6. Proportion of responses which were choral	.43	0.23	.39	.24
7. Proportion of choral responses after which teacher verbalized the correct response	.16	0.13	.20	.21
8. Proportion of responses which were made by individuals	.57	0.23	.61	.24
9. Proportion of individual responses which were correct	.82	0.24	.88	.05
10. Proportion of incorrect responses for which teacher elicited correct response from same pupil	.56	0.29	.59	.29
11. Proportion of correct individual responses which were confirmed by the teacher	.50	0.26	.67	.27
12. Number of times teacher praised individuals or group during the lesson	2.53	1.70	4.3	4.75
13. Number of successful prompts/ total number of prompts	.75 / 4.25	.94 / 5.94	1.2 / 1.5	2.33 / 2.91
14. Proportion of individual responses by boys/ Proportion of total who are boys	.50 / .51	.24 / .22	0.51 / 0.48	0.18 / 0.11

The comparison of the trained vs. untrained teachers suggests that the training appears effective for pupil response rate, relevance of instructional stimuli to lesson outcomes, pupil praise and use of prompts. Much more needs to be done, however, with respect to confirming responses.

SUMMARY

Results of this limited study suggests that behavioral analysis of instruction can be useful in identifying training requirements and evaluating the effectiveness of program specific teacher-training. Although this behavioral analysis was done in a developmental rather than an experimental context, some of the observed dimensions may be relevant for other teacher-pupil interaction studies.

Appendix A

GENERAL INSTRUCTIONAL PROCEDURES[1]

Active participation by the children in the program activities is essential for successful instruction. Effective procedures for calling upon children for oral responses (presentation procedures) and for providing information on the correctness of their responses (confirmation procedures) are listed below. Except where specific variations are noted, these procedures are relevant to all instructional activities in the program.

PRESENTATION PROCEDURES:

1. Call on as many different children as possible during each activity and keep the pace moving rapidly. A good general rule for the various activities is "Maximize participation and minimize explanation," since young children learn well from practice and confirmation or correction of their performance.

2. Call on boys as often as girls.

3. Call on non-volunteers at least as often as volunteers.

4. Call on individual children much more frequently than you call on groups. Call on groups (e.g., the entire class, all boys, all girls, or other sub-groups of the class) primarily when initially introducing a new word or sound, or to provide variety after calling on several individuals.

5. Call on the child who is having some difficulty in learning particular words or sounds as often as the children who are having no difficulty.

6. For the flashcard activities, ask the question and give time for the children to think of the answer before calling upon a child by name. Initially, the class may require some training in this procedure so that the children do not give the correct answer before a child is called upon.

7. If a child is unable to read a particular word or sound, help him out by providing a prompt that will enable him to respond correctly. For example, sometimes a child will clearly be unable to read a certain item, such as the word 'see', when it is presented in isolation. However, if he is shown two or more flashcards and asked "Which word is 'see'?" he is much more likely to be able to answer correctly.

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[1]From First-Year Communication Skills Teacher's Manual, 1968-69.

CONFIRMATION PROCEDURES:

1. Each time a child or group reads something correctly or gives a correct answer to a question, make a brief positive remark (e.g., "Good"; "That's right class"; "Very good, Johnny"; etc.) to let them know that they have done well.

2. When a child gives an incorrect answer to a question, do not tell him directly that his answer was wrong or incorrect. Instead, tell him the correct answer or give him a prompt so that he can answer correctly. Then repeat the question and have him answer it correctly.

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Appendix B
Sample Contact Letter
for Teacher

March 31, 1969

Dear _____:

SWRL is presently in the process of revising a number of First Year Communication Skills Program materials and procedures.

To help us make sound program-revision decisions, we are particularly interested in assessing the adequacy of the current program procedures and the implications for teacher-pupil interactions.

We have selected your class as one of a sample that will be representative of most classes in the program. If agreeable, we would like to have two SWRL personnel observe a teacher-led (not tape) program lesson on blending. The personnel would sit in the back of the classroom and would only remain for the period of the blending lesson. We would prefer that you plan your lesson for a unit outcome on blending in the usual way. The visit by the SWRL staff can be arranged to coincide with the normal time for the lesson.

On the enclosed reply letter, please note the blending outcomes which you plan to present during the two-week period from April 21 to May 2, and the daily time when your lessons are usually presented. We will plan our observation to coincide with your normal lesson time, and will inform you of the scheduled observation date and time by April 18. Please return your reply to SWRL by Monday April 14.

We appreciate your continued help and cooperation in the implementation and evaluation of the SWRL Communications Skills Program.

Sincerely,

Robert W. O'Hare, Element Head
Educational Resource Service

RO'H:mp

Enclosure

Appendix C
Sample
Teacher Reply Letter

Dear SWRL,

I agree to have SWRL observers during a teacher presentation of a blending lesson.

During the two-week period from April 21 to May 2, I anticipate presenting lessons on blending as checked and dated below.

		Check if it will be used during this time-period	Give anticipated date for presentation, if possible
Unit 7, Outcome 2 (3 for taped)	land, let, lad	_____	_____
Unit 7, Outcome 5 (6 for taped)	week, need, feed	_____	_____
Unit 7, Outcome 7 (8 for taped)	sheet, shell	_____	_____
Unit 7, Outcome 9 (10 for taped)	set, met, wet, net	_____	_____
Unit 8, Outcome 3 (4 for taped)	hut, nut, shut	_____	_____
Unit 8, Outcome 9 (10 for taped)	hat, hit, had	_____	_____
Unit 9, Outcome 14	men, then, hen	_____	_____

My class lessons are usually presented each day at the following time:_____

I understand you will inform me of the scheduled observation date and time by April 18.

Teacher_____

School_____

Appendix D

FIELD VISIT LOG

Date: May 2, 1969

To: ___ Dr. R. Baker

___ Dr. P. Resta

___ Installation File

___ Product Integration File

(Other) _____

Field Representative: MD

School Visited: _____

Teacher Visited: Teacher A

The classroom was very orderly and quiet. The children were paying attention to what Teacher A said and to what the other children said and did. She was positive in her attitude, and discouraged the children from criticizing each other.

The lesson began at 9:10 when she placed cards with "en" on a card chart and passed out cards with initial sounds to volunteers. They brought the cards to the chart, made a word, and turned to the class to say the blend ("m-3n, men," etc.). One little girl was saying "p" instead of "b," so she sent her to the side chalk board where the alphabet was displayed. The girl came back knowing that the name of the letter was "b," but still saying the "p" sound. Teacher A said the "p" sound and had the girl repeat it until she said it correctly ("b" is the initial sound for the next unit).

At 9:15, she wrote "hen," "men," and "when" on the board and called for choral blending response. She then wrote "end" on the board, put different initial sounds in front of it, and asked them to chorally blend the sounds. They seemed to do well on this. She then changed the ending to "ent" and did the same thing.

At 9:22, she put "en" on the board and chose volunteers to come up and "make it into a big word." After writing the word, the child turned to the class and said the blend ("h-en, hen," etc.). This lasted until 9:26, at which time the lesson was over.

As can be seen from the observation sheet, half of the class (15 children) never got called on (although they were all paying attention to what was being said). Because it took so much time for them to write the words on the board, there were not as many total responses as we have seen in some other classes (58 compared to the approximately 100 in two other classes). Of the 58 total responses recorded, 22 were individual responses made by 15 children.

Because she used "end" and "ent" endings when she was writing words on the board for them to blend, and because the children also used these endings when they were making words with "en," I would say that a total of from 7-8 minutes was spent on the "en" ending, which is the ending for this unit. Twice when she was asking for "en" words, a child suggested a word without "en" in it. She said, "We're only working with "en" words today."